

Til: Programrådet for ph.d.-programmet ved SV-fakultetet

Fra: Sekretæren

Dato: 21. september 2015

VEDTAKSSAK

Endringer i opplegget for kurset i vitenskapsteori med etikk (SV9101 og SV9102) fra 2016

Fakultetet har delegert den administrative og faglige koordineringen av emnene SV9101 og SV9102 til Psykologisk institutt fra 1.1.2015 og i første omgang i en treårsperiode (vedlegg 1). Programrådet for ph.d.-programmet ved SV-fakultetet er referansegruppe for emnene, og har et særlig ansvar for – i dialog med emnetilbyder – å sikre at emnene er relevante for de ulike disiplinene ved fakultetet.

I forbindelse med at emneansvarlig for SV9101 og SV9102, Ole Jacob Madsen, er borte fra Psykologisk institutt til 1.1.2018 må noen andre ta emneansvaret for disse kursene i 2016 og 2017. Psykologisk institutt foreslår en vikarløsning der professor Jaan Valsiner blir emneansvarlig for SV9101 og SV9102 for 2016 og 2017 (vedlegg 2).

I august ba forskningsdekan Geir B. Asheim per e-post (vedlegg 3) medlemmene av programrådet om å gi tilbakemeldinger på

- om man ønsker å vurdere en løsning med tre kurs i vitenskapsteori: ECON9010 Theory of Science for Economists for kandidatene i samfunnsøkonomi, et eget kurs også for kandidatene i psykologi, og et tredje kurs for kandidater fra de andre studieretningene (som ikke ønsker å bruke tilbudene fra ØI og PSI)?
- eller om disse andre studieretningene ønsker å følge det opplegget som blir gjennomført i 2015, men med Jaan Valsiner som ny emneansvarlig?

Det kom få tilbakemeldinger. Fra studieretningen i sosialantropologi var tilbakemeldingen at SAI på sikt vil vurdere om studieretningen, sammen med de andre instituttene, lager et eget kurs i vitenskapsteori adskilt fra økonomi og psykologi. For 2016 ønsker SAI imidlertid at PSI holder kurset. Fra en av ph.d.-representantene i programrådet var tilbakemeldingen at det i utgangspunktet er en fin ordning med felles kurs i vitenskapsteori, men at det er en god idé å ta opp spørsmålet om organisering på nytt etter ny evaluering i 2016.

Forslag til vedtak:

Programrådet slutter seg til forslaget fra Psykologisk institutt og anbefaler at professor Jaan Valsiner fungerer som vikar for Ole Jacob Madsen i 2016. Programrådet anbefaler at kurset evalueres våren 2016 og at organiseringen av kurset diskuteres i møte i programrådet i september 2016.

Vedlegg 1: Delegering av ansvar for kurs i Vitenskapsteori og etikk

Vedlegg 2: Notat til programrådet fra Psykologisk institutt

Vedlegg 3: E-post fra forskningsdekan Geir B. Asheim

Til:

SV PSI Psykologisk institutt

Dato: 01.07.2015

Saksnr.: 2013/5518 CECILWL

Delegering av ansvar for kurs i Vitenskapsteori og etikk fra SV-fakultetet til PSI

Det samfunnsvitenskapelige fakultet har et overordnet ansvar for å tilby alle kandidater ved fakultetets ph.d.-program opplæring i vitenskapsteori og etikk. Fakultetet har valgt å organisere dette som to obligatoriske emner: SV9101 – Kurs i vitenskapsteori og SV9102 – Etikk. Emnene er obligatoriske.

Fra og med 1. januar 2015 er den administrative og faglige koordineringen av emnene delegert fra fakultetet til PSI, i utgangspunktet for en treårsperiode. Emnene vil være gjenstand for regelmessig evaluering. Emnene gjennomføres i henhold til følgende rammer:

Formål

Emnene skal gi kandidatene evne til å drøfte vitenskapsteoretisk og etisk det forskningsarbeidet de utfører i forbindelse med sin doktorgrad. Kandidatene skal få innblikk i grunnleggende vitenskapsteoretiske utfordringer i samfunnsfaglige disipliner, tverrfaglighet og forskningsetikk. De skal videre kjenne til muligheter og begrensinger i egen faglig tilnærming og ha forståelse for relevansen av andre disipliners tilnærming.

Omfang

Fullførte emner gir 5+1 = 6 studiepoeng. For kandidater som følger undervisningstilbud i etikk tilsvarende minst 1 studiepoeng ved egen studieretning, gis dispensasjon for etikk-delen, og kurset gir da 5 studiepoeng.

Organisering og ledelse

Emnene består av fire deler som alle må gjennomføres samme semester; vitenskapsteori, etikk, forskerrollen & tverrfaglighet. Emnene gis hvert semester, og går på både norsk (vår) og engelsk (høst).

Programrådet for ph.d.-programmet ved SV-fakultetet er referansegruppe for emnene, og har et særlig ansvar for – i dialog med emnetilbyder – å sikre at emnene er relevante for de ulike disiplinene ved fakultetet.



Forskningsdekan for SV har et overordnet ansvar for oppfølging av emnene, og for å tilrettelegge for at programrådet for ph.d.-programmet kan fylle rollen som referansegruppe.

Som faglig og administrativ koordinator har PSI for øvrig ansvar for helheten i emnene, og dette omfatter bl.a. kommunikasjon med de som er involvert i undervisning, emnedeltagere, og registrering av emnedeltagelse.

Økonomiske rammer

Psykologisk institutt har fremsatt et budsjett for SV9101 – vitenskapsteori og SV9102 – etikk, se vedlegg 1. Fakultetet har sammenliknet antall arbeidstimer til emnet slik PSI presenterer undervisningsopplegget, med tilsvarende timeforbruk da TIK hadde ansvaret for dette emnet.

Slik fakultetet leser oppstillingen innebærer omleggingen et reelt kostnadskutt med færre timer administrasjon og en mindre arbeidskrevende undervisning.

Overføringen fra fakultetet til PSI er beregnet til kr. 440 000,- per år.

Overføringen er beregnet slik:

Undervisningstimer per år PSI: 369 (SV9101) + 101 (SV9102) = 470 (lønnstrinn 69, inkludert overhead* og sosiale kostnader)	261 320,-
Undervisningstimer per år eksterne: 192 (SV9101) (lønnstrinn 69 inkludert sosiale kostnader)	92 352,-
Administrasjon per år PSI: 150 (lønnstrinn 60, inkludert overhead* og sosiale kostnader)	72 300,-
Reiseutgifter per år	10 000,-
Totalt per år	435 972,-

*Overheadsats = 124 000,- per årsverk.

Med hilsen

Gudleik Grimstad
Fakultetsdirektør

Cecilie Wingerei Lilleheil
Rådgiver

Dette dokumentet er godkjent elektronisk ved UiO og er derfor ikke signert.

Kopi til:

SV PSI Psykologisk institutt

SV PSI Psykologisk institutt

Saksbehandler:

Cecilie Wingerei Lilleheil

+4722856144, *c.w.lilleheil@sv.uio.no*

Vedlegg 2: Notat til programrådet fra Psykologisk institutt, datert 15. september 2015

Oslo, den 15. september 2015

NOTAT TIL PROGRAMRÅDET FOR PH.D.-UTVALGET

Bakgrunn

Emneansvarlig for SV9101 Kurs i vitenskapsteori og SV9102 Forskningsetikk, Ole Jacob Madsen, skal fra 4. januar 2016 ut i 14 ukers pappapermisjon, 1 års ulønnet omsorgspermisjon og et semester forskningstermin. Dette innebærer at noen andre må ta emneansvaret for disse kursene i 2016 og 2017.

Vikarordning

Som en tiltenkt vikar for Madsen på disse kursene har Psykologisk institutt valgt å ansette professor Jaan Valsiner i en professor II-stilling i en 3-års periode fra 2016-2018. Valsiner er til vanlig ansatt i et Niels Bohr-professorat ved Centre for Cultural Psychology ved Universitetet i Ålborg. Valsiner har helt siden 1980-tallet publisert en rekke arbeider innenfor relevante områder som teoretisk psykologi, metodologi og psykologiens historie, og er i tillegg en internasjonalt anerkjent og ledende forsker innenfor disipliner som kulturpsykologi og utviklingspsykologi (se for øvrig hans vedlagte CV for nærmere detaljer). Av relevant undervisningserfaring har Valsiner tidligere undervist på ph.d.-nivå, blant annet for kandidater innen antropologi, sosiologi og folkehelse foruten psykologi. Senest på Oslo Summer School 2015 der Valsiner fungerte som gjesteforeleser på ph.d.-programmet, og fikk en meget god evaluering av ph.d.-kandidatene fra ulike disipliner (se vedlagt evaluering). Valsiner har med andre ord de beste forutsetninger både hva gjelder forskning og undervisning for å løse denne oppgaven på en tilfredsstillende måte.

Pedagogisk plan

Valsiner vil i første omgang videreføre undervisningsopplegget som nåværende emneansvarlig Ole Jacob Madsen har laget for SV9101 og SV9102 som ble avholdt første gang våren 2015 på Psykologisk institutt (se vedlagt kursinformasjon). Disse emnene fikk en god evaluering av kandidatene som tok det våren 2015. Det innebærer helt konkret at Valsiner gir to forelesninger, er seminarleder og ellers vertskap for kurset, i tillegg til at foreleseren fra andre disipliner underviser om vitenskapsteori sett fra sine fag. Professor emeritus Ragnvald Kalleberg (ISS UiO), professor Thomas Hylland Eriksen (SAI UiO), professor Raino Malnes (ISV UiO), professor Roger Strand (SVT UiB), førsteamanuensis Sebastian Watzl (IFIKK UiO), førsteamanuensis Jo Thori Lind (ØI UiO) og førsteamanuensis Gunnar Aakvaag (ISS UiT) er allerede forespurt og har takket ja til å undervise på disse kursene for våren 2016. SV9101 og SV9102 er planlagt avviklet i uke 16 – nærmere bestemt 18. til 22. april 2016 på Psykologisk institutt. Hovedforskjellen fra Madsen sitt kurs vil være at Valsiner også på våren vil avholde kursene på engelsk. Utover endringen i undervisningsspråk er det helt klart ønskelig å beholde så mye kontinuitet som mulig av et pedagogisk opplegg som latet til å

fungere godt, og som Madsen vil fortsette med å videreutvikle når han er tilbake. Den langsiktige planen er at Valsiner viderefører Madsen sitt undervisningsopplegg som emneansvarlig for disse kursene våren og høsten i 2016 og 2017. Mens fra våren 2018 er Madsen tilbake fra sin permisjonsperiode og forskningstermin og er tiltenkt å overta hovedansvaret igjen for disse emnene.

Psykologisk institutt håper programrådet for ph.d.-programmet finner vikarløsningen som skissert tilfredsstillende og vil godkjenner professor Jaan Valsiner som emneansvarlig for SV9101 og SV9102 for 2016 og 2017.

Med vennlig hilsen

Kjetil Sundet, Instituttleder

Anne Inger Helmen Borge, Forskningsleder

Birgitte Bøgh-Olsen, Kontorsjef

Ole Jacob Madsen, Emneansvarlig

Vedlegg

- *CV Jaan Valsiner*

- *Evaluering Oslo Summer School 2015*

- *Timeplan SV9101 og SV9102 våren 2015*

CURRICULUM VITAE

Jaan Valsiner

June, 2015



Birthyear: 1951
Birthplace: Tallinn, Estonia
Marital status: Married
Citizenship: U.S.A. (since 1988)

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integrativescience@gmail.com

Short summary of the *Curriculum Vitae*

My main contributions to knowledge—the most important works out of over 40 books and edited volumes and near 400 chapters and journal articles-- can be found in the following five monographs:

- #62. Valsiner, J. (1987). **Culture and the development of children's action**. Chichester: Wiley. [2nd ed. 1997—see # 189]

This book outlines a theory of development that is based on the general notion of “bounded indeterminacy”—the development of the system occurs through boundary negotiations of the ZFM (“Zone of Freedom of Movement”), ZPA (“Zone of Promoted Action”) and (in time) ZPD (“Zone of Proximal Development”).

- # 202 Valsiner, J. (1998). **The guided mind**. Cambridge, Ma.: Harvard University Press.

This book builds a cultural-psychological theory of human personality on the basis of semiotics. The core of this theory is construction, maintenance, and abolishment of functional sign hierarchies that regulate a person’s relationship with oneself and others.

- # 219 Valsiner, J., & van der Veer, R. (2000). **The social mind: Construction of the idea**. New York: Cambridge University Press.

This book is an in-depth analysis of the basic sociogenetic idea – human beings are social – in its history between 1870s and 1930s. It represents a genre in the study of history of sciences that is oriented towards innovation of the ideas in the future, rather than merely creating an account of the past.

- # 318 Valsiner, J. (2007). **Culture in minds and societies**. New Delhi: Sage.

This book sets up a theoretical foundation for cultural psychology with a focus on the person. The person is presented as a dialogical self in the middle of the social guidance within a society. The focus is on the “on line” regulatory processes of the self through internalization/externalization relationships with the social world that redundantly creates the immediate environment for the person.

- # 389 Valsiner, J. (2012). **A guided science: History of psychology in the mirror of its making**. New Brunswick, N.J.: Transaction Publishers.

This book is a sequel to *The social mind* (2000), as it traces the history of psychology over the past two centuries in its European context. It specifies how psychology as a discipline was lost in the middle of the fights about “being a science” in 19th century German intellectual history and its implications in the 21st century.

Educational Background

1969-1971 Tallinn Pedagogic Institute (specialization - English)

1971-1976 Tartu University, Department of Psychology (specialization - Psychology: Special Program in Psycholinguistics & Communication).

Graduate Thesis: ***On the interrelationships between physiological, cognitive, and interactive factors in early human ontogenesis.***
(1976), C.Sc. /Ph.D. thesis ***Mechanisms of recognition of faces and facial expressions*** (1979).

Professional Experience

- 1976-1977 Junior Research Scientist, Tartu University, Psychology Department
- 1977-1978 Senior Research Scientist and part-time Lecturer, Tartu University, Psychology Department
- 1978-1980 Assistant Professor and Senior Research Scientist, Tartu University, Psychology Department
- April-October, 1980: Visiting Professor, Department of Psychology, Justus-Liebig-Universität, Giessen, West Germany
- 1980-1981 Visiting Assistant Professor, Institute of Child Development, University of Minnesota, Minneapolis, Minnesota, U.S.A.
- 1981-1988 Assistant Professor, Department of Psychology, University of North Carolina at Chapel Hill

VISITING APPOINTMENTS:

- 1982 May-August; 1983 May-July; 1984 May-June; 1985 July--Visiting Professor at the Institute of Psychology of the Italian Research Council (CNR) in Rome, Italy
- 1988-1993 Associate Professor, Department of Psychology, University of North Carolina at Chapel Hill

VISITING APPOINTMENTS:

- 1988 May-August--Visiting Professor, University of Leiden, The Netherlands
- 1989 May-December--Visiting Professor, Max-Planck-Institut für Psychologische Forschung, München, Federal Republic of Germany
- 1990 May-July--Visiting Professor, University of Melbourne, Australia
- 1991 May-July--Visiting Professor, Universidade de Brasilia, Brasilia, D.F., Brazil
- 1993- 1997 Professor , Department of Psychology, University of North Carolina at Chapel Hill
- 1994 January-May: Acting Director, Developmental Psychology Program

VISITING APPOINTMENTS:

- 1995 January-February: Visiting Professor, Institute for the Study of Education and Human Development, Rijksuniversiteit Leiden, The Netherlands
- 1995 January- 1996 May: Visiting Professor, Institut für Psychologie, Technische Universität Berlin, Germany

1995 April-July ; 1996 and 1997 May-August-- Fulbright Visiting Professor,
Instituto de Psicologia, Universidade de Brasilia, Brazil

1997- Professor, Department of Psychology, Clark University, Worcester, Ma.
Research Professor and Research Associate, Center for Developmental
Science, University of North Carolina at Chapel Hill, N.C.

2001-2005 Chair, Department of Psychology, Clark University, Worcester, Ma.

VISITING APPOINTMENTS:

1999 May-July: Visiting Professor, Institut für Sozialwissenschaften,
Technische Universität Berlin, Germany

2004 January-February: Visiting Professor, Faculty of Letters,
Ritsumeikan University, Kyoto, Japan

2004 February-March: Brotherton Honorary Visiting Fellow, School of
Behavioural Sciences, University of Melbourne, Australia

2006-2010 Visiting Professor, Department of Psychology
Tartu University, Estonia

2006-2007 Leverhulme Visiting Professor, Social and Political Sciences,
University of Cambridge, U.K.

2006- 2008 Professor Voluntario (Matricula No. 1018485) Department *Pos-
Graduação em processos de Desenvolvimento e Saude*, Institute of
Psychology, Universidade de Brasilia, Brasilia, D.F., Brazil.

2009-2010 David Parkin Visiting Professor, University of Bath, U.K.

2011-2016 Visiting Professor, Department of Human and Health Sciences,
University of Huddersfield, Huddersfield, U.K.

2013- 2016 Professeur Inviteé, Université de Luxembourg

2013- Niels Bohr Professor of Cultural Psychology, Aalborg University, Denmark

Professional Awards:

1995: **Alexander von Humboldt Research Prize for Social Sciences**,
Germany. Extensions of the prize in 1999 and 2012.

1995--1997: Fulbright Serial Senior Lecturing and Research Award (Brazil)

1996-- 1997 Visiting Fellow, British Psychological Society

2001 Clark University Senior Faculty Fellow

2007 Doctor of Science, **honoris causa**, Tallinn University, Estonia

2010 Doctor of Science, **honoris causa**, Universidad del Valle, Cali,
Colombia

Memberships in Scientific Societies:

1976- 1980 Estonian Branch, USSR Psychological Association

1980- 1982 Midwestern Psychological Association

1980- present	International Society for the Study of Behavioural Development
1981- 2006	Society for Research in Child Development
1981- 1988	CHEIRON Society
1982- present	International Society for Ecological Psychology
1981- 1988	AAAS
1985- present	International Association for Cross-Cultural Psychology
1986- present	Jean Piaget Society
1989- present	Member, Eesti Psühholoogide Liit -- E.P.L.-- (Union of Estonian Psychologists) -- North-American Treasurer of E.P.L. since 1992
2002- present	Founding member, International Society for Dialogical Science, The Netherlands.
2005- 2011	Member, American Anthropological Association
2011-	Member, American Psychological Association, Division 5

Professional Activities

1976-2008	Corresponding Associate Commentator, <i>Behavioral and Brain Sciences</i>
1988-present	Editorial adviser, <i>Soviet Psychology</i> (Armonk, NY: M. E. Sharpe)-- from 1992 <i>Journal of Russian and East European Psychology</i> .
1989-1995	Member, Editorial Board, <i>Children's Environment Quarterly</i> (Hillsdale, NJ: Erlbaum)
1990- 1999	Member, Editorial Board, <i>Early Development and Parenting</i> (Chichester: John Wiley & Sons)
1990-present	Member, Editorial Board, <i>Journal of Social Distress and the Homeless</i> (New York: Human Sciences Press)
1994-present	Founding Editor, <i>Culture and Psychology</i> (London: Sage Publications, Ltd.)
1995-present	Member, Editorial Board, <i>Mind, Culture & Activity</i> (Lawrence Erlbaum Associates, Publishers)
1995-present	Member, Editorial Advisory Board, <i>Journal of Human and Environmental Sciences</i> (Calcutta: Oriental Centre for Biocultural and Environmental Studies)
1997- 2002	Member, Editorial Board, <i>Human Development</i> (Basel: S. Karger)

- 1999-present Member, Editorial Board, ***Infant and Child Development*** (John Wiley & Sons, Publisher)
- 1999-present Member, Editorial Board, ***Studia Iagellonica Humani Cultus Progressus*** (University of Krakow, Poland)
- 1999-present Member, Editorial Board, ***FQS: Forum Qualitative Sozialforschung*** (F.U. Berlin, Germany)
- 2001-present Member, Editorial Board, ***Infancia y Aprendizaje*** (Salamanca, Spain)
- 2001-present Member, Editorial Board, ***Estudios de Psicología*** (Madrid, Spain)
- 2003-2005 and
- 2009-2011 Member, Editorial Board, ***Psicologia: Teoria e Pesquisa*** (Brazil)
- 2001-present Member, Editorial Advisory Board, ***International Studies on Child and Adolescent Health***, Cambridge University Press.
- 2003-present Member, International Advisory Board, ***European Journal of School Psychology***. Edizioni Carlo Amore.
- 2005-present Associate Editor, ***International Journal of Dialogical Science*** (internet journal of the International Society of Dialogical Science) www.dialogical.org
- 2005-2007 founding Co-Editor, ***International Journal of Idiographic Science*** (www.valsiner.com)
- 2005-present Member, Editorial Board, ***Cadernos do Instituto de Estudos Avançados***, Universidade de São Paulo, Brazil.
- 2006-
- Member, International Honorary Board, ***Journal of Multicultural Discourses***.
- Member, Editorial Board, ***Acta Semiotica Estica***
- Member, Board of Advisory Editors, ***ARQUITECTONICS: MIND, LAND & SOCIETY***, Technological University of Catalunya, Barcelona.
- Editor, Book Series ***Advances in Cultural Psychology***. Information Age Publishers.
- 2007-
- Editor, ***Integrative Psychological and Behavioral Science***, Transaction Publishers, N.J. and Springer, USA
- 2008-
- Editor, Book Series ***Cultural Dynamics of Social Representation***. Routledge, London, UK
- 2008--
- Board member, ***Horowitz Foundation***, Princeton, N.J.

Member, Steering Committee, Holocaust and Genocide
Studies Center, Clark University

2009- Member, Editorial Board, *Theory & Psychology* (Sage)

2010- Member, Editorial Board, *Psicologia Culturale* (Rome:
Giorgio Fireira)

Publications

1. Valsiner, J. & Mikkin, H. (1974). Nonverbal communication in dyads. **Tartu University Studies in Psychology**. Vol. 3 (pp. 110-127). Tartu. (in Russian)
2. Valsiner, J. (1975). On the ontogenesis of smiling in humans. **Soviet School**, **2**, 113-115. (in Estonian)
3. Allik, J. & Valsiner, J. (1975). On the plasticity of the nervous system. **Estonian Nature**, **9**, 506-510. (in Estonian)
4. Valsiner, J., Niit, H., Roosson, A., Strööm, P., & Huik, J. (1975). The influence of the complexity of task and interaction framework upon the efficiency of group problem solving. **Proceedings of the Conference of Baltic Psychologists**. Tartu. (published note, in Russian)
5. Valsiner, J. (1975). On three approaches to ontogenesis of dyadic interaction. In O. Kukosyan (Ed.), **Theoretical and applied problems of the psychology of interpersonal perception**. Krasnodar. (published note, in Russian)
6. Lestsepp, H. & Valsiner, J. (1975). On the relationship between hemispheric lateralization and perception of facial expressions. In O. Kukosyan (Ed.), **Theoretical and applied problems of the psychology of interpersonal perception**. Krasnodar. (published note, in Russian)
7. Valsiner, J. & Heidmets, M. (1976). Spatial density and spatial behavior: On some problems of environmental psychology. I, II. **Estonian Nature**, Nos. 1 & 2. (in Estonian)
8. Valsiner, J. (1976). Research on visual interaction: Methodological considerations. In **Taju ja suhtlemine** (Perception and interaction), pp. 50-58. Tartu: Tartu University Press. (in English)
9. Valsiner, J., Niit, H., Roosson, A., Strööm, P., & Huik, J. (1976). On the effect of problem complexity, interaction channels, and group size on the effectiveness of problem solving. **Tartu University Studies in Psychology**. Vol. 4 (pp. 10-17). Tartu. (in Russian)
10. Valsiner, J. (1976). On the expression of emotions in the human face: A contemporary solution to an old problem. **Estonian Nature**, No. 10. (in Estonian)
11. Valsiner, J. (1976). On sensitive periods in the early ontogenesis of mother-infant interaction. In **Problems of age periodization of the development in early ontogenesis**. Moscow: Institute of General and Pedagogical Psychology. (published note, in Russian)
12. Valsiner, J. (1976). On the interrelationships between physiological, cognitive,

- and interactive factors in early human ontogenesis. Tartu. (Unpublished Dipl. Psych. dissertation, in Russian)
13. Chikvishvili, L., Valsiner, J., & Lasn, M. (1976). On the experimental investigation of emotion categories in two languages. **Tartu University Studies in Psychology**. Vol. 5 (pp. 19-26). Tartu. (in Russian)
 14. Valsiner, J. & Lestsepp, H. (1977). On the role of hemispheric lateralization in facial expression recognition. **Tartu University Studies in Psychology**. Vol. 6 (pp. 27-34). Tartu. (in English)
 15. Niit, T. & Valsiner, J. (1977). Recognition of facial expressions: An experimental investigation of Ekman's model. **Tartu University Studies in Psychology**, Vol. 6 (pp. 85-107). Tartu. (in English)
 16. Valsiner, J. (1978). Primates and language. I, II. **Estonian Nature**, No. 2 & 3. (in Estonian)
 17. Valsiner, J. & Kaarma, H. (1978). On some psychological problems in obstetrics. **Soviet Estonian Health Care**, No. 5.
 18. Valsiner, J. (1978). Expectancy Effects: A paradoxical area of research. **Behavioral and Brain Sciences**, 1, 3, 408.
 19. Myasnikov, V. I., Popov, B. A., Uskov, F. N., & Valsiner, J. (1978). Behavior in the process of communication and diagnostics I. Visual interaction under observation of training observers. **Journal of Clinical Psychology**, 34, 4, 946-953.
 20. Valsiner, J. & Tamm, A. (1978). Mother-infant interaction: A longitudinal study of behavioural interrelations. **Acta et commentationes Universitatis Tartuensis, 474. Studies in Psychology**. Vol. 7 (pp. 1176-142). Tartu: Tartu University Press. (in English)
 21. Valsiner, J., Tago, I., Loolaid, V., & Hauk, K. (1978). Maternal subjective culture: An experimental study of the post-partum cognitive phenomena. **Acta et commentationes Universitatis Tartuensis, 474. Studies in Psychology**. Vol. 7 (pp. 143-161). Tartu: Tartu University Press. (in English)
 22. Valsiner, J. (1979). Mechanisms of recognition of faces and facial expressions. Tartu. (unpublished C. Sc. dissertation, in Russian)
 23. Valsiner, J. (1979). The ontogenesis of interaction in primates. **Estonian Nature**, 2. (in Estonian)
 24. Valsiner, J. (1979). A psychosomatic approach towards the problems of obstetrics and gynaecology. **Soviet Estonian Health Care**, No. 4. (in Estonian)
 25. Valsiner, J. (1979). On the phylogeny of human language. **Language and Literature**, No. 8. (in Estonian)
 26. Valsiner, J. & Lehtsalu, M. (1979). Personality characteristics of selected groups of pregnant women: The role of abortion histories in anamnesis. **Tartu University Studies in Obstetrics and Gynecology**. Tartu: Tartu University Press. (in Russian)
 27. Valsiner, J. (1979). Book review: Lewis, M. & Rosenblum, L., Eds. Interaction,

- conversation, and the development of language. NY: Wiley, 1977.
International Journal of Early Childhood, 11, 2, 206-207.
28. Kõrgesaar, J. & Valsiner, J. (1979). Language development in mother-infant interaction. **Defektologia** (Moscow), No. 5. (book review, in Russian).
29. Valsiner, J. (1979). Children, apes, and Homo habilis. **Looming**, No. 10. (in Estonian)
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- future: Complementarity in a new key** (pp. 3-30). Charlotte, NC: Information Age Publishers
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449. Valsiner, J., and Brinkmann, S. (2015). Could presentism in the histories of psychology actually be futuristic? **Psychological Studies**, 60, 2 [DOI 10.1007/s12646-015-0310-1]
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453. Simão, L. M., Guimarães, D. S. and Valsiner, J. (Eds.) (2015). **Temporality: Culture in the flow of human experience**. Charlotte, NC: Information Age Publishers.
454. Sammut, G., Andreouli, E., Gaskell, G., and Valsiner, J. (Eds) (2015). **The Cambridge handbook of social representations**. Cambridge: Cambridge University Press.
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G., and J. Valsiner (Eds.) *The Cambridge handbook of social representations* (pp. 3-11). Cambridge: Cambridge University Press.

Rejected papers

Included here are papers that were summoned by some journal or volume editors, who at times very actively insisted that their publication projects could not live without these solicited contributions. Yet, after receiving the texts, they refused to publish them, sometimes because their “peer review systems” suggested such verdict. These papers are made publicly available

<http://jaanvalsiner.wordpress.com/the-rejected-papers-project/>

as they may contain some ideas that are valuable in themselves (only the readers can decide), and the symbolic act of rejecting them would only accentuate their value.

Valsiner, J. (2013) Failure through success: Paradoxes of Epistemophilia. Rejected from *Journal für Psychologie*.

Valsiner, J. (2013) Higher education in focus: Insights through cultural-historical activity theory. Rejected by G. Wells and A. Edwards (Eds.). *Pedagogy in higher educations: A cultural-historical approach*. Cambridge University Press.

Conference papers

Valsiner, J. (1980). The role of nonverbal communication in adult-infant interaction. Paper presented at the **22nd International Congress of Psychology**, Leipzig, July.

Valsiner, J. (1981) Loose coupling model of adult-child interaction. Paper presented at the **Southeastern Psychological Association meeting**, Atlanta, GA, March.

Valsiner, J. (1982). Strategies of dyadic problem-solving with infants in a simulated laboratory situation. Paper presented at the **International Conference on Infant Studies**, Austin, Texas. March, 18.

Cairns, R. B. & Valsiner, J. (1982). The cultural context of developmental psychology.

Paper presented at the **90th American Psychological Association Convention**, Washington, DC, August.

Valsiner, J. (1983). Parents' strategies for the organization of child-environment relationships in home settings. Paper presented at the symposium "Children as environment: Creating structures in interaction" (organizers, J. Valsiner and L. Benigni), at the **7th Biennial Meeting of the International Society for the Study of Behavioural Development**, München, August.

Valsiner, J. (1983). A developing child in a developing culture: A relativistic synthesis. **Paper presented at 26th Annual Meeting of the African Studies Association**, Boston, December.

Valsiner, J. (1984). Parental organization of children's cognitive development within home environment. Paper at the **3rd Asian Workshop on Child and Adolescent Development**, Kuala Lumpur, April.

Hill, P. E. & Valsiner, J. (1984). Contacting a visitor in home settings: Toddlers' strategies of entry into social contact with unfamiliar adults. Paper presented at the **International Conference on Infant Studies**, New York, NY, April 6.

Valsiner, J. (1984). Children within their home settings: canalization of child development through culturally organized physical environment. Paper presented at the **Inaugural European Conference on Developmental Psychology**, Groningen, The Netherlands, August.

Valsiner, J. (1984). "Intelligence" as person-environment relationship in structured action contexts. Paper presented at the **23rd International Congress of Psychology**, Acapulco, September.

Valsiner, J. (1984). Heuristics in psychologists' and laypersons' interpretations of correlational data. Paper presented at the **Carolina Cognition Group meeting**, Charlotte, NC, December.

Valsiner, J. (1985). Facilitation of children's social development in polygamic families. Paper presented at the **Biennial Meeting of the Society for Research in Child Development**, Toronto, April.

Valsiner, J. & Mackie, C. F. (1985). Socialization of toddlers' climbing. **Poster presented at the 8th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD)**, Tours, France, July.

- Valsiner, J. & Stockton, W. (1985). Environmental dangers in childhood: Adults' thinking about accident prevention. Poster presented at the **8th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD)**, Tours, France, July.
- Valsiner, J. & Kindermann, T. (1986). Everyday reality of canalized child development: Qualitative and quantitative aspects of interdependence of theory and empirical research. Paper presented at the symposium **Combining qualitative and quantitative methods: Experiences with a dual approach for the study of development-in-context in infancy and early childhood** (Kurt Kreppner and Marinus H. van IJzendoorn, conveners), at the **2nd European Conference on Developmental Psychology**, Rome, September 10-13.
- Cox, B. D., Valsiner, J., & Ornstein, P. A. (1987). Children's generalization of strategies: A historical perspective on transfer. Paper presented at the **Biennial Meeting of the Society for Research in Child Development**, Baltimore, MD, April 25.
- Valsiner, J. (1987). Collective construction of culture in human ontogeny. Paper at the symposium **Learning and Constructing Cultural Knowledge** (D.C. Holland, Convener), the Spring Meeting of the **American Ethnological Society**, San Antonio, TX, April 30..
- Winegar, L. T., Valsiner, J., & Renninger, K. A. (1987). Dependent independence in adult-child relationships. Paper presented at the symposium **Conceptualizing developmental change in theory and investigation** (Deirdre Kramer, Convener); the **17th Annual Jean Piaget Society Meeting**, Philadelphia, May 30.
- Valsiner, J. (1987). Environmental psychology in the Soviet Union. Paper presented at the **Annual Convention of the American Association for the Advancement of Slavic Studies (AAASS)**, Boston, November 5.
- Valsiner, J. (1988). Habit and inference: On the use of statistical methodology in psychology. **Invited paper at the 24th International Congress of Psychology**, Sydney, Australia, September 1.
- Valsiner, J. (1988). Culture is not an independent variable: A lesson from cross-cultural research for "mainstream" psychology. Paper presented at the symposium **The contributions of cross-cultural psychology to mainstream psychological theory** (convener W. Lonner) at **24th**

International Congress of Psychology, Sydney, Australia, September 2

- Valsiner, J. (1989). Modelling of the functional social network of child care, and its structural change. Paper presented at the **UNESCO/CNR seminar "Changing Family Patterns and Gender Roles in Europe"** in Rome, May 24-27
- Valsiner, J. (1989). Social organization of cognitive development: Internalization and externalization of constraint systems. Paper presented at the **3rd European Conference for Research on Learning and Instruction (EARLI)**, Madrid, September 5.
- Valsiner, J. (1989). Social development of human cognitive processes, and its study: An analysis of some side effects of the "cognitive revolution". A keynote lecture at the **9th German "Tagung Entwicklungs-psychologie"**, München, September 18
- Valsiner, J. & Leung, M-C. (1991). Cultural transmission as a co-constructive internalization process: Novel (re)construction of constraint systems by the developing mind. Paper presented at the Symposium Socio-historical context of development at the **XI Biennial Meeting of the International Society for the Study of Behavioural Development**, Minneapolis, MN, U.S.A, July 3-7
- Tudge, J., Putnam, S., & Valsiner, J. (1992). Reading in contextualist perspective: A Vygotskian approach. Paper presented at the Symposium "Joint Book-reading and emergent literacy" (Barbara DeBaryshe, Chair) at the **Conference on Human Development**, Atlanta, GA, April 10.
- Branco, A. U. & Valsiner, J. (1992). Development of convergence and divergence in joint actions of preschool children within structured social contexts. **Poster presented at the 25th International Congress of Psychology**, Brussels, July 20.
- Leung, M-C. & Valsiner, J. (1992). The process of knowledge construction: A theoretical model. **Poster presented at the 25th International Congress of Psychology**, Brussels, July 22.
- Valsiner, J. & Litvinovic, G. (1992). Coordination of inductive and deductive processes in parental reasoning. Poster presented at the **25th International Congress of Psychology**, Brussels, July 23.

- Valsiner, J. (1992). James Mark Baldwin and his impact: social development of cognitive functions. Paper presented at the Symposium ***Vygotsky's psychology and his time: on the giants' shoulders*** (Amelia Alvarez and Pilar Lacasa, Organizers), in the framework of the **First Conference for Socio-Cultural Research**, Madrid, Spain, September 15-18
- Valsiner, J. (1992). Narratives in the making of histories in psychology. Paper presented at the Symposium ***History, psychology and philosophy of science: A sociohistorical exercise of reflexivity*** (Alberto Rosa, Organizer), in the framework of the **First Conference for Socio-Cultural Research**, Madrid, Spain, September 15-18.
- Vasconcellos, V. M. R., & Valsiner, J. (1993). From imitation to symbolic construction: Elaborating sociogenetic perspectives in developmental psychology. Paper presented at the **5th Conference of the International Society for Theoretical Psychology**, Chateau de Bierville, France, April, 27th.
- Vasconcellos, V. M. R., & Valsiner, J. (1993). Construction of personal place at 18 months of age: A co-constructivist analysis. Paper presented at the **23rd Annual Meeting of the Jean Piaget Society**, Philadelphia, Pa., June, 5, 1993.
- Litvinovic, G., & Valsiner, J. (1993). Process mechanisms in the construction of culture. Paper presented at the **XII Biennial Meetings of the International Society for the Study of Behavioural Development**, Recife, Pernambuco, Brazil-- July 19-23.
- Valsiner, J. (1993). Irreversibility of time and the construction of historical developmental psychology. Paper presented at the **XII Biennial Meetings of the International Society for the Study of Behavioural Development**, Recife, Pernambuco, Brazil-- July 19-23.
- Branco, A. U., & Valsiner, J. (1993). Dynamics of social interaction strategies among young children: the emergence of cooperation and competition within structured contexts. Paper presented at the **XII Biennial Meeting of the International Society for the Study of Behavioural Development (I.S.S.B.D.)**, Recife, Brazil, July 19-23.
- Valsiner, J. (1994). Subjective construction of intersubjectivity: semiotic mediation as a process of pre-adaptation. Keynote address at the conference **Social Practices and Symbolic Mediation**, Université de Neuchâtel, Neuchâtel, Switzerland, March, 17.

- Valsiner, J. (1994). Development (of science) beyond ZPD: Transcending Vygotsky and Piaget. Keynote address at the **24th Annual Symposium of the Jean Piaget Society-- *Change and development: Issues of theory, application, and method.*** Chicago, June, 2.
- Valsiner, J., & Branco, A. U. (1994). The study of social interaction from a methodological co-constructivist approach: an analysis of coordination of goal orientations. Paper presented at the Symposium ***Evaluative Research on Social Interaction Process*** (Organizer: Carlos Santoyo Velasco), **23rd International Congress of Applied Psychology, Madrid, July, 21.**
- Valsiner, J. (1994). Personal culture and antisocial conduct. Paper presented on the Symposium ***Development of Pro- and antisocial behavior in cultural contexts*** (Organizer: Gisela Trommsdorff), at the **12th Congress of Cross-Cultural Psychology, Pamplona, July, 25..**
- Valsiner, J. (1994). Joint construction of fluid concepts: cultural utility of vagueness. Paper presented on the Symposium ***On the relativity of universals*** (Organizer: Lutz H. Eckensberger), at the **12th Congress of Cross-Cultural Psychology, Pamplona, July, 25.**
- Valsiner, J. (1995). Meanings of "the data" in contemporary developmental psychology: constructions and implications. Gastvortrag am **12. Tagung der Fachgruppe Entwicklungspsychologie der Deutschen Gesellschaft für Psychologie**, Leipzig, 27. September.
- Josephs, I. E., & Valsiner, J. (1996). How does dialogue work?: Coordinating the mundane and the miraculous in religious understanding. Paper presented at the **Second Conference for Socio-Cultural Research**, Geneva, September, 11.
- Valsiner, J. (1996). Conceptualizing apprehension: Three efforts to formalize future-oriented and values-based mental processes. Paper presented at the **Second Conference for Socio-Cultural Research**, Geneva, September, 12.
- Gupta, S., & Valsiner, J. (1996). Myths in the hearts: implicit suggestions in the story. Paper presented at the **Second Conference for Socio-Cultural Research**, Geneva, September, 14.
- Valsiner, J. (1997). Constructing identity: a theoretical problem for social sciences. Paper presented at the Workshop ***"Identitätsdiskussionen in der Psychologie"***, in the

framework of the Graduiertenkollegs "Identitätsforschung" of Martin-Luther-Universität, Halle-am-Saale, April 18.

Valsiner, J. (1997). Communication and development: breaking a communion. Paper presented at the **XXVI Interamerican Congress of Psychology**, São Paulo, July, 8, 1997, within the Symposium *Communication and metacommunication: Theoretical and methodological problems* (A. U. Branco, Convener)

Valsiner, J. (1997). Culture in human development: theoretical and methodological directions. Invited lecture, presented at the **XXVI Interamerican Congress of Psychology**, São Paulo, July, 9, 1997.

Valsiner, J. (1997). Well-kept hostages: developmental ideas in the 20th Century. Paper presented at the symposium *Developmental Psychology: history as context for the 21st century* (convener- W. F. Overton), at the **Golden Anniversary of the American Psychological Association**, Chicago, August, 16.

Valsiner, J. (1997). Social constructionism and personalism: what survives? Paper presented at the Workshop ***Psychological development from a personalistic perspective*** (James T. Lamiell, organizer), Georgetown University, October, 4.

Valsiner, J. (1998). How can psychology's methodology handle complex developmental phenomena? Invited lecture at the **25th Congreso Nacional de Psicología**, Mexico. Guadalajara, April, 28.

Valsiner, J. (1998). Culture in the mind: Historical nature of human ontogeny. Paper presented at the Symposium Sociocultural approaches to the development of mind (conveners: J. Wertsch and G. Hatano) at the **15th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD)**, Bern, Switzerland, July, 3.

Valsiner, J. (2000). Making meaning out of mind: self-less and self-ful dialogicality. Paper presented at the **First International Conference on the Dialogical Self**, Nijmegen, The Netherlands, June, 24.

- Valsiner, J. (2000). Interaction as hypergame: development under uncertainty. Paper presented at the **3rd Conference on Socio-Cultural Research**, Campinas, S.P., Brazil, July, 20.
- Valsiner, J. (2001). Cultural developmental psychology of affective processes. Invited Lecture at the **15. Tagung der Fachgruppe Entwicklungspsychologie der Deutschen Gesellschaft für Psychologie**, Potsdam, September, 5.
- Valsiner, J. & Capazza, N. (2002). Creating arenas for action: videogames and violence. Invited lecture at **5th International Baltic Psychology Conference -- Psychology in the Baltics: at the crossroads**, August 23, Tartu, Estonia
- Valsiner, J. (2002). Beyond social representations: a theory of enablement. Invited lecture at the **6th International Conference on Social Representations**, Stirling, Scotland, August, 31.
- Valsiner, J. (2002). The concept of attractor: How dynamic systems theory deals with future. Paper presented at the **2nd International Conference on Dialogical Self**, Ghent, Belgium, October, 19.
- Richer, D., & Valsiner, J. (2002). The game of political debates: A play of social representations and beyond. Poster presented at the **2nd International Conference on Dialogical Self**, Ghent, Belgium, October, 19.
- Valsiner, J. (2002). Historical Transformation of the Nature of Psychology: Societal Canalization of Global Migration of Key Ideas. Paper presented at Workshop of Berlin-Brandenburg Academy of Sciences, Berlin, November, 2.
- Haskell, V., Valsiner, J. & McHale, J. P. (2003). Toddlers' processing of affect in symbolic self-soothing: The early development of symbolic play skills. Poster presented at the **33rd Annual Meeting of The Jean Piaget Society: Play and Development**, Chicago, Illinois, June 5.
- Valsiner, J. (2003). Culture and Social Representations: Pathways to new methodology in the social sciences. Lecture at the **2003 International Summer School of the European PhD on Social Representation and Communication-- "Communication studies and Social Representations: a**

Theoretical and Methodological Dialogue through Research” Colonna Castle, Genazzano – Rome (Italy), June, 12.

Valsiner, J. (2003). Cultural psychology of educational intervention: Who shall survive? Paper presented at the conference “**Context, Culture, Intervention. What Psychology for Schools of the Future?**” on June, 20th in Lecce.

Valsiner, J. (2003). Functional forgetfulness in psychology: Social functions of ignoring and glorifying in the making of a social science. Paper presented at the 10th Biennial Conference of **International Society for Theoretical Psychology** (ISTP) in Istanbul on June, 23 (Symposium: *All about Vygotsky: What’s old, what’s new, what’s Right, what’s Left*—Robert Rieber, Organizer).

Wagoner, B., & Valsiner, J. (2003). Rating tasks in psychology: from construction of static ontology to dialogical synthesis of meaning. Poster presented at 10th Biennial Conference of **International Society for Theoretical Psychology** (ISTP) in Istanbul on June, 24.

Valsiner, J. (2003). Theory construction and theory use in psychology: Creating knowledge beyond social ideologies. Keynote presentation at the 10th Biennial Conference of **International Society for Theoretical Psychology** (ISTP) in Istanbul on June, 24.

Abbey, E., & Valsiner, J. (2003). Emergence of meanings through ambivalence. Paper presented at the Symposium **Meaning Construction: Language, metacommunication and culture** (A. U. Branco and C. Sinha, conveners) at the European Conference on Developmental Psychology, Milano, August 28.

Abbey, E., & Valsiner, J. (2003) Going to No-where: The role of diagnosis in educational practice. Paper presented at the Symposium (B. Ligorio, Convener) **New Encounters for Educational Psychology** at EARLI conference, Padova, August 28.

Valsiner, J. (2003). The World according to psychology: Numbers and knowledge. Keynote speech at the **10th Anniversary Conference of Department of Psychology of Tallinn Pedagogical University** Tallinn, November, 8.

Valsiner, J. (2003). Missions in history and history through a mission: Inventing better worlds for humankind The **First Annual Casimir Lecture** Studies in History of Education, Leiden University, December, 12.

Valsiner, J. (2004). Cultural psychology today: An effort towards interdisciplinary integration Invited Lecture at the **Open Seminar on Cultural Psychology**, Ritsumeikan University, Kyoto 25th January.

Valsiner, J. (2004). Cultural psychology today—Personal introduction to the Ritsumeikan Symposium. Ritsumeikan University, Kyoto, January, 25.
[<http://www.human.ritsumei.ac.jp/project/archive/series/index.htm#s7>]

Valsiner, J. (2004). Semiotic autoregulation: Dynamic sign hierarchies constraining the *Stream of Consciousness* Seminar Presentation at the **Seminar on Symbolic Forms** Ecole Normale Supérieure, Paris-- February, 6, 2004 [http://formes-symboliques.org/article.php3?id_article=46]

Valsiner, J. (2004). Culture in psychology: Towards the study of structured, highly variable, and self-regulatory psychological phenomena. **The First Brotherton Memorial Lecture**, School of Behavioural Sciences, University of Melbourne, Melbourne, March, 18.

Valsiner, J. (2004). The street. Invited Lecture at **ARQUITECTURA 3000--3. Congrés Internacional: l'arquitectura de la in-difèrenca** Universitat Politècnica de Catalunya, Barcelona, July, 3.

Valsiner, J. (2004). The Promoter Sign: Developmental transformation within the structure of Dialogical Self. **Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD)**, Gent, July, 12 (Symposium *Developmental aspects of the dialogical self* -Hubert Hermans, Convener)

Valsiner, J. (2004) Functional culture— the central theme for theoretical constructs in human psychology. Paper presented at the 28th International Congress of Psychology, Beijing, China, August, 11 (Symposium **Culture and the Foundations of Psychology**, Fathali Moghaddam, Convener).

Zabinski, B., & Valsiner, J. (2004). Affective synthesis of the Other through the Self: A new look at empathy. Paper presented at the **3rd International Conference on Dialogical Self** Warsaw, Poland, August, 28.

Valsiner, J. (2004). Temporal integration of structures within the Dialogical Self. Keynote lecture at the **3rd International Conference on Dialogical Self**, Warsaw, August, 28.

- Valsiner, J. (2004). Transformations and flexible forms: where qualitative psychology begins
Keynote lecture at the **Inaugural Conference of the Japanese Association of Qualitative Psychology** Kyoto, September, 11th.
- Valsiner, J. (2005). Open intransitivity cycles in the processes of development and their methodological implications. Invited lecture at the **IV Congresso Norte Nordeste de Psicologia**, Salvador, Bahia, May, 28.
- Valsiner, J. (2005). Psychology as a factory: Changing traditions and new epistemological challenges. Invited lecture at **Instituto de Estudos Avançados**, Universidade de São Paulo, São Paulo, May, 31.
- Valsiner, J. (2005) Civility of Basic Distrust: A cultural-psychological view on persons-in-society Paper that should have been presented at the Symposium **Risk, Trust, and Civility** Toronto, Victoria College--May 6-8, 2005 (convened by Paul Bouissac), Actually dated July, 4, 2005 Available at <http://www.semioticon.com/virtuals/risk/distrust.pdf>
- Valsiner, J. (2006). The overwhelming world: Functions of pleromatization in creating diversity in cultural and natural constructions. Keynote lecture at **International School of Semiotic and Structural Studies**, Imatra, Finland, June, 12.
- Valsiner, J. (2006). From Double Stars to Dialogical Self: Constructing New Theoretical Explanatory Systems. Invited keynote at the Conference **Interaction et pensée: perspectives dialogiques** Lausanne, October 13
- Valsiner, J. (2007). Human life course: Culture as the basis for *ars vivendi*. Keynote lecture at Ritsumeikan University, August, 18
- Valsiner, J. (2007). Personality as a cultural construct. Invited Lecture at the 16th Meeting of **Japanese Society of Personality Psychology**, Obihiro, Hokkaido, August, 25.
- Salgado, J., & Valsiner, J. (2007). Dialogism and the eternal movement of communication. Paper at **Landmarks: 25 years of universal pragmatics - First Conference of ECREA's Philosophy of Communication Section**, Surrey, UK. November, 9.

Valsiner, J. (2007). Locating the self... looking for the impossible? Or maybe the impossible is the only possibility... Paper presented at the conference **Culturalization of the Self**, Chemnitz, December, 1.

Valsiner, J. (2008). Culture within development: similarities behind differences. **Da Xia Forum Lecture** at East China Normal University, Shanghai, June, 4,

Valsiner, J. (2008). Constraining one's self within the fluid social world. Paper presented at the **29th Biennial Meeting of the International Society for the Study of Behavioural Development**, Würzburg, July, 17th. (Symposium **Young Peoples' Formation and Pursuit of Personal Goals and Projects in Encounters with Social Institutions** (Conveners: Agnes Dodds and Jaan Valsiner)

Valsiner, J., and Rudolph, L. (2008). Who shall survive? Psychology that replaces quantification with qualitative mathematics. Paper presented at the **29th International Congress of Psychology, Berlin**, July, 21 in the framework of the Symposium Why Psychology Moves towards the Qualitative Epistemological Foundations (Günter Mey and Jaan Valsiner, co-conveners)

Valsiner, J. (2008). Chronogenesis: Breaking the linearity of infinity. Paper at the Symposium at **29th International Congress of Psychology-- Time, Space, and Culture: Chronogenesis in human life course** Co-conveners: Tatsuya Sato and Jaan Valsiner, Berlin, July, 25.

Valsiner, J. (2008). The Self Surrounding Itself: Double dialogicality. Paper for the **Fifth International Conference for the Dialogical Self** Cambridge, UK, August 28th. Interactive Symposium **How Voices Make I-Positions – An Exercise in Collective Investigation** (Livia Simão, Convener)

Beckstead, Z., and Valsiner, J. (2008). The Dialogical Self of the Researcher-as-Person-- who enters into a dialogue--with the Dialogical Self of the Research-Participant-as-Person Paper presented at the **5th International Conference on Dialogical Self**, within the symposium **Dialogical selves in developmental research practice** (Pernille Hviid, convener)-- Queens College, Cambridge, UK, August, 28.

Valsiner, J. (2008). Science of psychology today: future horizons [心理学の新しい地平線.] Keynote lecture at the 72nd Annual Meeting of the Japanese Psychological Association, Sapporo, September, 19, 2008.

- Valsiner, J. (2008). How can psychology in Japan become a well-behaving rebel. Paper presented at the 72nd Annual Meeting of the Japanese Psychological Association, Sapporo, September, 21, 2008. Symposium: *From Import to Innovation (The Future of Psychology in Japan)*. Organizers: Shing-Jen Chen (Hokkaido University) and Jaan Valsiner (Clark University).
- Valsiner, J. (2008). Facing the future—making the past: the permanent uncertainty of living. Keynote presentation at the conference *Facing the Future* at Ritsumeikan University, Kyoto, September 23.
- Pizarroso, N., and Valsiner, J. (2009). Why developmental psychology is not developmental: Moving towards abductive methodology. Paper presented at the Society of Research in Child Development, Denver, Co., April, 3.
- Valsiner, J. (2009). Why simple lessons from history are recurrently forgotten: The bubble of "epistemic markets". Invited presentation at the XXII Symposium of the Spanish Society for the History of Psychology, SEHP-- Oviedo, Asturias--May, 9.
- Branco, A. U., and Valsiner, J. (2009). Values as signs: the role of field theory in semiotic understanding of feelings Paper presented at the 10th World Congress on Semiotics, LaCoruña, Galicia-- September 25th [at Round Table *'Feeling (Our Way) Through Signs'* [Co-conveners: Robert Innis (University of Massachusetts Lowell) and Jaan Valsiner (Clark University)]]
- Valsiner, J. (2010). Climbing the Sacred Mountain of Knowledge: Psychology at its eternal crossroads. Keynote address at the XIV Congreso Colombiano de Psicología, Ibagué, April,29.
- Cunha, C., Gonçalves, M., and Valsiner, J. (2010). Identity transitions in psychotherapy: The role of Re-conceptualization innovative moments. Paper presented at the 6th *International Conference on Dialogical Self*, Athens, September 30, at the symposium *Guiding the Dialogue:Cconstraining the dialogical self (Aaro Toomela and Jaan Valsiner, Organizers)*
- Valsiner, J. (2010). Monuments in our minds: Historical symbols as cultural tools. Paper presented at the Workshop *Understanding History and the Construction of Identities*

in a Global World: De-nationalizing history teaching. Las Navas del Marquez, October, 29.

Valsiner, J. (2011). Assessment and its discontents: A view from cultural psychology. Keynote presentation at the *11th European Conference on Psychological Assessment*-- September 2, Riga, Latvia

Valsiner, J. (2011). Semiosis and activity: Toward theoretical synthesis. Keynote lecture at the International Society for Cultural and Activity Research (ISCAR) Congress-- *Enhancing the cultural and activity approach for the new generation development in a global world.* Rome, September 10.

Valsiner, J. (2013). Cultural psychology and its future: Complementarity in a new key Inaugural Lecture of the Niels Bohr Professorship Centre of Cultural Psychology, March, 15.

Valsiner, J. (2013). Re-Constructing the affordance concept: Semiotic mediation of immediacy. Paper presented at the Japanese Psychological Society meeting, Sapporo, September, 19—at the symposium *Let ecological psychology encounter cultural psychology for its expansive application to socio-cultural phenomena—and hopefully not fail in such application* (Tetsuya Kono and Naohisa Mori, Conveners)

Valsiner, J. (2014). The clicking and twitting society: Beyond entertainment to education. Invited lecture at Humboldt-Kolleg *Education and Science and their Role in Social and Industrial Progress of Society.* Kyiv, June, 13.

Valsiner, J. (2014). The *Raumaesthetik* of Theodor Lipps as a dialogical research programme. Invited Lecture at the *8th International Conference on Dialogical Self*, Den Haag, August, 21.

Valsiner, J., Chaudhary, N., Marsico, G., and Lyberth, M. (2014). Regulating family networks: Centrality of peripheral communication, Paper presented at *7th Congress of the European Society on Family Relations*, Madrid . 5th September, 2014. Symposium *Intergenerational family relations and migration from a life span perspective* (Isabelle Albert, Convener)

Rapport fra «Evaluation - Oslo Summer School in Comparative Social Science Studies 2015: Mind, the Meaning Maker»

Innhentede svar pr. 17. august 2015 14:40

- Leverte svar: **14**
- Påbegynte svar: **0**
- Antall invitasjoner sendt: **0**

Med fritekstsvar

Evaluation - Oslo Summer School in Comparative Social Science Studies

Dear Participant,

It is the 23rd time we arrange the Oslo Summer School, and we are still learning more and more about how to arrange an international summer course for students and researchers.

Please note if you are attending more than one course this year: we would appreciate if you fill out one form per course. You will be sent a separate link for evaluation of each course.

Our goal is to present a better Summer School every year. In order to do so, we need your help evaluating every aspect of the Summer School. Please take a few minutes to answer this form, and please suggest improvements.

All answers will be treated anonymously.

The results from this form make an important contribution to the continuing work of improving education quality for PhD students, and for the continuation of the Oslo Summer School.

Thank you!

Practical information/background

Are you attending more than one course during Oslo Summer School 2015? *

Svar	Antall	Prosent	
Yes	1	7.1 %	
No	13	92.9 %	

Which country do you come from?

(optional for matters of anonymity)

- Norway
- Brazil
- Sweden
- Norway
- Denmark
- Cyprus
- Colombia
- faroe Islands
- Finland
- Norway
- italy
- Norway

Are you attached to a PhD program? *

Svar	Antall	Prosent	
Yes	12	85.7 %	
No	2	14.3 %	

If No, please specify your occupation and motivation for attending: *

- Psychologist, preoccupied with research questions of which the seminar is relevant...
- Oslo Summer School is a huge inspiration to go forward on studying.

How did you hear about the Oslo Summer School? *

Please choose as many alternatives as you need to provide a picture of how the information is spread

Svar	Antall	Prosent	
Through my university/professor/supervisor	8	57.1 %	
From colleagues or fellow students	3	21.4 %	
From a former participant	0	0.0 %	
From the marketing poster	0	0.0 %	

Svar	Antall	Prosent
Through internet/Google/blogs	3	21.4 % 
Through social media (Facebook, Twitter, Instagram+)	0	0.0 %
Other	1	7.1 % 

If Other, please specify:

- I attended last year, and checked www.uio.no

What do you think is the best way to advertise the Oslo Summer School?

- Perhaps sending a newsletter or flyer to universities around the world, and also by the networks of the lecturers.
- Through internet and social media
- Through advertising on the internet and spreading among students and supervisors
- News Papers, Articles.

Lectures and literature**How will you evaluate the lectures and literature?****Svar fordelt på antall**

	Very good	Good	Fair	Not so good	Poor
What do you think about the way the lectures are given? *	7	7	0	0	0
What do you think about the selection of literature (syllabus)? *	8	4	2	0	0

Svar fordelt på prosent

	Very good	Good	Fair	Not so good	Poor
What do you think about the way the lectures are given? *	50.0 %	50.0 %	0.0 %	0.0 %	0.0 %
What do you think about the selection of literature (syllabus)? *	57.1 %	28.6 %	14.3 %	0.0 %	0.0 %

How will you evaluate the academic level of teaching?**Svar fordelt på antall**

	Too advanced	Adequate	Too elementary
How was the overall level of teaching? *	4	10	0

Svar fordelt på prosent

	Too advanced	Adequate	Too elementary
How was the overall level of teaching? *	28.6 %	71.4 %	0.0 %

How will you evaluate the practical framework around the lectures/classes?**Svar fordelt på antall**

	Too much/too many	Adequate	Too little/too few
What do you think about the number of students participating in your course? *	0	14	0
What do you think about the amount of required reading in your course? *	7	7	0

Svar fordelt på prosent

	Too much/too many	Adequate	Too little/too few
What do you think about the number of students participating in your course? *	0.0 %	100.0 %	0.0 %
What do you think about the amount of required reading in your course? *	50.0 %	50.0 %	0.0 %

Comments about what should be done differently with the lectures and/or literature?

- The literature suggested was really excellent. However, I could not read all before the course, and plan to continue reading for the final work and my own research project. But I think this situation doesn't cause relevant difficulties for my learning during the classes.
- I was very happy about the overall structure and content
- Have the lectures in one block of time. I would have prefer to have all morning busy with the lectures and not having it morning and afternoon. You could tell that everyone was exhausted by the end of the day, including the professor.
- I was already familiar With the literature because of my Project. For me it was evident that most of the students had not read the literature, and the flow of the course was often interrupted to clarify notions that belonged to the literature. I Guess for many of the students it was too Advanced. Also I consider classes from 10.15 to 3.30 is too short time for a summer School. I understand regarding the times of the Library in summer, but it could have been extensive.
- Narrow the readings down or make some more optional. So you do not feel totally overwhelmed with the pre-readings.
- More time stucture.

Continuous work

Will you write a paper? *




Svar	Antall	Prosent
Yes	14	100.0 % 
No	0	0.0 %
Maybe	0	0.0 %

If No, why will you choose not to write a paper? *



Svar	Antall	Prosent
I do not have the time	0	0.0 %
I do not need the ECTS points	0	0.0 %
I do not see how it will benefit me	0	0.0 %
I attended the summer school primary to network	0	0.0 %
I attended the summer school primary to visit Norway	0	0.0 %
Other reasons	0	0.0 %

If Other, please specify:

If Yes, will you include it in your PhD? *

Svar	Antall	Prosent
Yes	4	28.6 % 
Yes, but only parts of it	4	28.6 % 
No, I will not include it	0	0.0 %
I don't know	6	42.9 % 

If so, will you try to have it published in a journal? *

Svar	Antall	Prosent
Yes	5	62.5 % 
No	0	0.0 %
I don't know	3	37.5 % 










Svar fordelt på antall

	Yes	No	I don't know
Will you engage in any collaborating networks as a result of contacts made at the Summer School? *	7	1	6
Are you planning to make any changes to your research project/PhD thesis after the Summer School? *	7	4	3

Svar fordelt på prosent

	Yes	No	I don't know
Will you engage in any collaborating networks as a result of contacts made at the Summer School? *	50.0 %	7.1 %	42.9 %
Are you planning to make any changes to your research project/PhD thesis after the Summer School? *	50.0 %	28.6 %	21.4 %

What are your expectations on how you will make use of this course in your academic career? *

Svar	Antall	Prosent
I will use the syllabus as a platform for writing PhD papers	11	78.6 % 
I will use the syllabus as a platform for writing (other) papers	7	50.0 % 
I will benefit from the interdisciplinary networking with fellow students	8	57.1 % 
I will benefit from the crossnational networking with fellow students	7	50.0 % 
I have found a new partner to collaborate with	2	14.3 % 
I will teach what I learned to students	5	35.7 % 
I have found a new area of interest	6	42.9 % 
I will reconsider the execution of my PhD	1	7.1 % 
I will not make use of this course in my academic career	0	0.0 %
Other	1	7.1 % 

If Other, please specify:

- I will share the learning and literature with research partners in my country.

Comments and suggestions for future realization of the course in this branch of Comparative Social Science Studies:

- The classes taught by Prof. Jaan Valsiner and the available literature were excellent, as well as the opportunity to interact with colleagues from different

countries. This experience will greatly enrich my PhD project and also my personal and professional background.

Social frame

Svar fordelt på antall

	Very good	Adequate	Poor
How did you find the social frame around the summer school? *	6	8	0
What do you think about the number of social activities around the summer school? *	5	9	0

Svar fordelt på prosent

	Very good	Adequate	Poor
How did you find the social frame around the summer school? *	42.9 %	57.1 %	0.0 %
What do you think about the number of social activities around the summer school? *	35.7 %	64.3 %	0.0 %

How would you evaluate the way the various events and social activities were organised and carried out?

Svar fordelt på antall

	Very good	Good	Fair	Not so good	Poor	Did not attend
Daily lunch arrangements *	5	3	4	1	1	0
Reception, Monday *	8	2	1	1	1	1
Guided Bus Tour, Tuesday *	2	5	1	0	0	6
Farewell party *	0	1	0	0	1	12

Svar fordelt på prosent

	Very good	Good	Fair	Not so good	Poor	Did not attend
Daily lunch arrangements *	35.7 %	21.4 %	28.6 %	7.1 %	7.1 %	0.0 %
Reception, Monday *	57.1 %	14.3 %	7.1 %	7.1 %	7.1 %	7.1 %
Guided Bus Tour, Tuesday *	14.3 %	35.7 %	7.1 %	0.0 %	0.0 %	42.9 %
Farewell party *	0.0 %	7.1 %	0.0 %	0.0 %	7.1 %	85.7 %

Comments and suggestions on what should be done differently with the social activities around the summer school:

- The daily lunch arrangements were mostly very good, only on the last day there was some difficulty about the meals offered in the restaurant. About the guided bus tour, it was also mostly very good, but particularly I wished have more time in the viking ships museum. The visit to the Vigeland park could have stayed to the end of the journey.
- Food was not so good. And did not have that many options.
- Include the Norwegians.
- more vegetarian alternatives!!

Administration

Svar fordelt på antall

	Very good	Good	Fair	Not so good	Poor
What do you think about the way information and course material was provided in advance of the course? *	11	3	0	0	0
What do you think of the way information was provided throughout the week of the course? *	9	5	0	0	0

Svar fordelt på prosent

	Very good	Good	Fair	Not so good	Poor
What do you think about the way information and course material was provided in advance of the course? *	78.6 %	21.4 %	0.0 %	0.0 %	0.0 %
What do you think of the way information was provided throughout the week of the course? *	64.3 %	35.7 %	0.0 %	0.0 %	0.0 %

Comments to the way information and course material was provided in advance of the course:

- All was really excellent.
- I was impressed of how early we got the reading material. That was very nice
- Very nice to get the memory stick

Comments on the way information was provided throughout the week of the course:

- It was fine

How will you evaluate infrastructure and the way the way the summer school was organised and carried out?

Svar fordelt på antall

	Very good	Good	Fair	Not so good	Poor
Info at Campus, OSS office	8	5	1	0	0
Equipment, class rooms	4	7	3	0	0
General administratioon	6	7	1	0	0

Svar fordelt på prosent

	Very good	Good	Fair	Not so good	Poor
Info at Campus, OSS office	57.1 %	35.7 %	7.1 %	0.0 %	0.0 %
Equipment, class rooms	28.6 %	50.0 %	21.4 %	0.0 %	0.0 %
General administratioon	42.9 %	50.0 %	7.1 %	0.0 %	0.0 %

Final comments

All comments and suggestions are appreciated and welcome!

- I would like to note that on Friday there was a problem with our classroom. Teacher and students arrived early to discuss research projects, around 9:30 am, and could not use the room, as was occupied by other people for reasons that have not been clearly explained. So we had to stay in the hallway and in the official time set for the beginning of class, we had to use another room, where the equipment did not work properly for displaying a video by the teacher and for the continuation in the slideshow. I think these issues generated a "break" in the progress of activities, but luckily the teacher was able to quickly reorganize the planning in order to achieve all objectives. For the rest, I can only thank all the organizing team for the excellent week that we were provided.
- Very well organized and a very relevant and interesting course for me!
- It was a problem that we were 'kicked out' of the area at 16 o'clock...Would have been good to have more time in the afternoon for discussions
- I am deeply thankful to have had the opportunity to take part of Oslo Summer School and especially the specific course. Overall I think the Oslo Summer School is very well organized.

Thank you for participating in the improvement of Oslo Summer School!

Nettskjema v16.4

Nettskjema bruker informasjonskapsler. [Les om hvorfor vi bruker informasjonskapsler og hvordan du kan reservere deg.](#)

SV9101 – Kurs i vitenskapsteori og SV9102 – Forskningsetikk – Våren 2015

Dag 1	Dag 2	Dag 3	Dag 4	Dag 5
SV9101 – Kurs i vitenskapsteori	SV9101 – Kurs i vitenskapsteori	SV9101 – Kurs i vitenskapsteori	SV9101 – Kurs i vitenskapsteori	SV9102 - Forskningseti kk
Tid: 20. april 2015 Sted: PSI, UiO	Tid: 21. april 2015 Sted: PSI, UiO	Tid: 22. april 2015 Sted: PSI, UiO	Tid: 23. april 2015 Sted: PSI, UiO	Tid: 24. april 2015 Sted: PSI, UiO
Kl. 0915-1030: Introduksjonsforelesning v/ Ole Jacob Madsen, PSI, UiO Kl. 1045-1200: Hvorfor trenger vi vitenskapsteori? v/ Roger Strand, SVT, UiB	Kl. 0915-1030: «Psykologiens vitenskapsteori I» v/ Ole Jacob Madsen, PSI, UiO Kl. 1045-1200: «Psykologiens vitenskapsteori II» v/ Sebastian Watzl, IFIKK, UiO	Kl. 0915-1030: «Sosiologiens vitenskapsteori» v/ Gunnar Aakvaag, ISS, UiO Kl. 1045-1200: «Metodologiens vitenskapsteori» v/ Thomas Schubert, PSI, UiO	Kl. 0915-1030: «Statsvitenskaps vitenskapsteori» v/ Johannes Gullestad Rø, FFI Kl. 1045-1200: «Økonomiens vitenskapsteori» v/ Jo Thori Lind, ØI, UiO	Kl. 0915-1200: Etikkforelesning v/ Ragnvald Kalleberg, ISS, UiO
<i>Kl. 1200-1315: Lunch</i>	<i>Kl. 1200-1315: Lunch</i>	<i>Kl. 1200-1315: Lunch</i>	<i>Kl. 1200-1315: Lunch</i>	<i>Kl. 1200-1315: Lunch</i>
Kl. 1315-1600: Presentasjon av og tilbakemelding på	Kl. 1315-1600: Presentasjon av og	Kl. 1315-1430: «Sosialantropologiens vitenskapsteori»	Kl. 1315-1500: Avrunding av kurset.	Kl. 1315-1600: Presentasjon og

ph.d.-prosjekt og vitenskapsteoretisk essay i mindre grupper	tilbakemelding på ph.d.-prosjekt og vitenskapsteoretisk essay i mindre grupper	v/ Thomas Hylland Eriksen, SA, UiO	Informasjon om eksamen	tilbakemelding på arbeidsnotat i mindre grupper
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Emneansvarlig Ole Jacob Madsen, PSI, UiO vil være tilstede gjennom begge kursene.

Vedlegg 3: E-post fra forskningsdekan Geir B. Asheim til programrådet, datert 14. august 2015

From: Geir B. Asheim
Sent: 14. august 2015 10:54
To: phd-programstyret@sv.uio.no
Cc: Fanny Duckert; Bjørn Erik Rasch; Gudleik Grimstad; Cecilie Wingerei Lilleheil
Subject: Vitenskapsteorikurset
Attachments: CurrVITAEfull Jaan Valsiner (6-2015) (1).pdf; delegering-vit-etikk.pdf; Notat til programrådet for phd-utdanningen.pdf

Til medlemmene i PhD-programrådet

Som dere vet, har PSI fått delegert ansvaret for kursene i vitenskapsteori <http://www.uio.no/studier/emner/sv/sv/SV9101/> og forskningsetikk <http://www.uio.no/studier/emner/sv/sv/SV9102/>, i utgangspunktet for en 3-års periode. Se vedlagte avtale. PSI gav ansvaret for kursene til Ole Jacob Madsen.

I det vedlagte notatet til programrådet opplyser Ole Jacob Madsen at han pga. permisjoner ikke vil kunne ha ansvar for kursene i 2016 og 2017. I stedet foreslår han at Jaan Valsiner overtar kursene for disse to årene. CV for Valsiner er også vedlagt. Valsiner skal etter planen tilsettes som prof II ved PSI fra nyttår.

Madsens notat skal legges fram for programrådet 24. september. Hvis vi ikke nå tenker på et alternativ, vil vi ikke ha et reelt valg på det tidspunktet. Vi vil måtte gå inn for at Jaan Valsiner overtar kursene, i alle fall for 2016.

Valsiner er svært anerkjent på flere områder innenfor psykologi. Vi er imidlertid litt usikker på hvor egnet han vil være til å lede et vitenskapsteorikurs for kandidater fra alle de samfunnsvitenskapelige disiplinene.

ØI har etablert sitt egen kurs i vitenskapsteori: ECON9010 Theory of Science for Economists <http://www.uio.no/studier/emner/sv/oekonomi/ECON9010/>, som Erik Sørensen (NHH og prof II ved ØI) har ansvaret for. Dette åpner for en løsning hvor også psykologi har sitt eget kurs, mens et tredje kurs tilbys kandidater fra de andre studieretningene (som ikke ønsker å bruke tilbudene fra ØI og PSI). Hvis disse tre kursene gis en gang per år, vil ikke kostnadsrammen være større enn i dag. En mulig praktisk ordning er å knytte kursene til en tredje sommerskoleuke. Før en slik løsning kan implementeres, må imidlertid økonomiske og administrative implikasjoner avklares.

Anne Inger på PSI er ikke avvisende til en slik løsning, gitt den situasjonen vi nå er kommet i. Jaan Valsiner kunne i så fall få ansvaret for kurset til kandidatene innenfor psykologi. ØI har allerede sitt egen kurs, slik at dette betyr mindre for deres kandidater.

Jeg ønsker nå tilbakemelding fra representantene fra de andre studieretningene, samt fra representantene for ph.d.-kandidatene.

-- Ønsker de andre studieretningene å følge det opplegget som blir gjennomført i 2015, men med Jaan Valsiner som ny emneansvarlig?

-- Eller ønsker dere å vurdere om det kan etableres et eget vitenskapskurs for disse studieretningene?

En vurdering av et slikt alternativ, krever også at man foreslår personer (gjærne eksterne) som kan være ansvarlig for et slikt kurs.

Jeg ber at dere melder tilbake til meg og Cecilie så snart som mulig, og senest innen mandag 24. august.

Mvh,
Geir Asheim

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